



TITLE: METHODS, WAYS AND TECHNOLOGIES OF ORGANIZING MODERN FOREIGN LANGUAGE LEARNING

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Abstract: *This paper explores contemporary methods, techniques, and technologies used in organizing foreign language learning. With the global shift towards digitalization and communicative competence, educators must integrate innovative tools and learner-centered strategies to foster effective and engaging foreign language education.*

Keywords: *foreign language teaching, communicative competence, digital learning, modern methods, language education*

In the 21st century, language learning is no longer limited to grammar-translation methods or rote memorization. Instead, educators now embrace approaches that develop real-life communication skills and learner autonomy. One of the most widely used approaches is the Communicative Language Teaching (CLT) method, which emphasizes meaningful interaction and real-world communication.⁷³ Another innovative approach is Task-Based Language Teaching (TBLT), which focuses on language as a tool for completing meaningful tasks.⁷⁴

Content and Language Integrated Learning (CLIL) allows students to study subjects such as science or history in a foreign language, combining content mastery with language development.⁷⁵ Additionally, the Lexical Approach proposes that mastering frequent word combinations (collocations) is more effective than focusing on isolated grammar rules.⁷⁶ In terms of organizing the learning process, modern classrooms often utilize blended learning — a mix of traditional face-to-face teaching and online instruction. Individual learning paths, cooperative group work, and immersive simulations also enhance student motivation and engagement.⁷⁷

Technological tools have become central to foreign language education. Learning Management Systems (LMS) such as Moodle, Canvas, or Google Classroom help teachers distribute materials, assign homework, and provide feedback.⁷⁸ Mobile apps like Duolingo

⁷³ Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.


⁷⁴ Willis, J. (1996). *A Framework for Task-Based Learning*. Longman.

⁷⁵ Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.

⁷⁶ Lewis, M. (1993). *The Lexical Approach: The State of ELT and a Way Forward*. Language Teaching Publications.

⁷⁷ Johnson, D. W., Johnson, R. T., & Holubec, E. J. (2008). *Cooperation in the Classroom*. Interaction Book Company.

⁷⁸ Beatty, K. (2010). *Teaching and Researching Computer-Assisted Language Learning*. Pearson Education.



and Memrise promote vocabulary retention and allow practice on the go.⁷⁹ Moreover, Artificial Intelligence (AI) tools, including chatbots and adaptive learning software, can provide personalized feedback and simulate natural conversations. Furthermore, Virtual Reality (VR) and Augmented Reality (AR) offer immersive environments where learners can engage in authentic scenarios, such as ordering food in a virtual restaurant or exploring a foreign city.⁸⁰ These technologies not only enhance linguistic skills but also develop cultural awareness.

The future of foreign language learning lies in the integration of modern pedagogical methods with rapidly advancing technologies. Teachers must adopt flexible, personalized, and tech-driven approaches to meet the needs of digital-age learners. Only then can they ensure that language education remains effective, engaging, and relevant.

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⁷⁹ Godwin-Jones, R. (2011). Emerging Technologies: Mobile Apps for Language Learning. *Language Learning & Technology*, 15(2), 2–11.

⁸⁰ Lin, T.-J., Lan, Y.-J., & Tsai, C.-C. (2019). The Impact of Immersive Virtual Reality on Learning. *Educational Technology & Society*, 22(1), 27–36.